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ABSTRACT

Developed as part of the Gavilan Joint Community College District's (GJCCD's) 5-year accreditation review, this report focuses on a special project designed to improve articulation between and among Gavilan College, the three high school districts it serves, and San Jose State University. First, the history and characteristics of the GJCCD are presented, highlighting the college's student-centered philosophy and the social and demographic characteristics of the district. The next sections focus on the Gavilan Articulation Project (GAP), providing information on: (1) problems and issues in articulation; (2) the relationship between GAP and the accreditation process; (3) the membership and activities of the GAP Planning Committee; (4) faculty activity and outcomes; (5) expected outcomes of the project; (6) next steps in the project; and (7) future goals. Next, the report provides the college's responses to the recommendations of the 1978 accreditation review committee regarding college functions and operations, programs, staff, student and community services, library, physical plant, finances, and administration. Appendices provide additional information on the GAP. (HB)

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ED244674

GAP

Gavilan Articulation Project

A 5-Year Review

Project

Submitted to

Accrediting Commission For

Community and Junior Colleges

by

Gavilan Joint Community College District

Gilroy, California

January, 1984

JC 840 263

R. J. Melone
Superintendent & President
Gavilan Community College

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And, strange to tell, among the Earthen Lot
Some could articulate, while others not:
And suddenly one more impatient cried--
"Who *is* the Potter, pray, and who the Pot?"

--Omar Khayam, *The Rubaiyat*

CERTIFICATION OF THE INSTITUTIONAL SELF-STUDY REPORT

(To be Inserted in the Report)

Date February 21, 1984

TO: ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES, WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

FROM: GAVILAN JOINT COMMUNITY COLLEGE DISTRICT
Name of Institution

5055 Santa Teresa Blvd.
Address

Gilroy, California 95020

This Institutional Self-Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self-Study Report accurately reflects the nature and substance of this institution.

Signed R. J. Malone		
Name		Chief Administrative Officer
Marty Tooley		
Name		Chairman, Governing Board
William Kemp	Dean of Instruction	Administration Liaison
Name	Title	Representing
Cheryl L. Bishop	Registrar	Classified
Name	Title	Representing
Arleen Parker	LRC Assistant	Classified
Name	Title	Representing
Marilyn Allard	Instructor, Theater	Liberal Arts/Sciences
Name	Title	Representing
Robert P. Balbo	Instructor, Math	Liberal Arts/Sciences
Name	Title	Representing
G. S. Champion	Instructor, Business	Technology
Name	Title	Representing

HISTORY AND CHARACTERISTICS
OF
GAVILAN JOINT COMMUNITY COLLEGE DISTRICT

Gavilan College commenced its sixty-fourth year of operation as a community college in 1983. It was established in 1919 as San Benito County Junior College and operated as such until 1963 when interested citizens in southern Santa Clara County and San Benito County led the way to the formation of the Gavilan Joint Community College District.

With the continued cooperation and interest of residents of the Gilroy, Morgan Hill Unified, and San Benito Joint Union High School Districts, a bond issue was passed to build a new campus. Construction was started in 1966 and continues to follow a carefully drawn plan for campus expansion. The occupational education building was added in 1982, making it possible for automotive technology and welding classes to meet on campus.

The Gavilan Joint Community College District is comprised of southern Santa Clara County and almost all of San Benito County and serves an area of approximately 2,700 square miles. The college is located in Gilroy, California.

Every aspect of the new Gavilan College campus has been planned to emphasize the student-centered philosophy adopted by the Board of Trustees and the college staff. A campus for 3,000 day students, which is master-planned for 5,000 day students, has been constructed on a 150 acre site located two miles south of Gilroy against the hills that form the western boundary of the Santa Clara Valley. Buildings have been designed and constructed to serve the needs and interests of college students and are

equipped with the most recently developed aids to teaching and learning. The many live oaks native to the area have been preserved and a series of ponds and waterfalls have been developed to emphasize the pleasant, outdoor way of life which is characteristic of the rural California student. Tables and benches located about the campus accentuate its tranquil and natural setting.

The current population of the Gavilan College district which covers 2,700 square miles is approximately 100,000. Ranging as it does from South San Jose and its proximity to industry through San Benito County which is predominantly rural and agriculture, the characteristics of its population in different centers are not consistent. The South San Jose and Morgan Hill area is predominantly White and has a very limited number of minorities other than for a Hispanic population of approximately 25%. The San Martin/Gilroy area is a mixture of light industrial growth and agriculture with a population comprised of 40-45% Hispanics, 50% White, with the remainder being Asian and other minorities. The San Benito population is approximately 50% Hispanic and 50% White, although the school population is now 60% Hispanic and 40% White.

With the easing of the recession, a substantial number of housing units have sprung up in the Gilroy and Morgan Hill areas and plans are underway for the expansion of the Coyote area North of Morgan Hill. Within the next five years, these housing starts and the Coyote development should result in an uneven annual growth pattern but one which should result in the increase of district population to 130,000 to 140,000 by 1989.

Problems and Issues in Articulation

Articulation has always been an important function of community colleges. Students coming from high schools and other educational experiences must have their previously earned credits honored, for proper placement in courses which follow in appropriate sequence to meet students' goals. Further, courses offered for transfer to four-year institutions must be acceptable at the same level of courses offered in lower division by the receiving institution. Historically, very little attention has been paid by community college officials and faculty to the high school level of articulation. Most of the focus of concern has been centered on agreements with the senior transfer institutions.

During the past decade there has been a noticeable decline in students transferring from community colleges to four-year institutions in California (Lombardi, 1979; California Postsecondary Education Commission, 1976, 1979, 1980). This trend has been attributed to several reasons, by the previously noted authors: increased competition for declining high school graduates by postsecondary institutions, increased emphasis on vocational programs by community colleges, as well as growing involvement with remedial education. Finally, an increasingly older population of students entering community colleges is also restricting the numbers transferring into upper-division studies.

While all the foregoing reasons contribute to the decline in transfers, the lack of a clearly defined and ongoing role for individual community colleges (or districts) may well be a contributing factor. Articulation, it would seem, is almost always defined by the single function of "transfers."

Indeed, its success appears to be measured simply in terms of numbers. The process, if "process" it is, is perfunctorily carried out by a two-way information-sharing activity. Instructional officers at the colleges inform university officials of courses deemed transferable, decision is made at the university level, and final accord is developed. Very little, if any, discussion is carried on by subject area faculty at each of the institutional levels, regarding specific learning outcomes or performance standards for students.

Recently, an equally high level of concern has been expressed about the need for closer relationships between high schools and colleges. The Chancellor of the California Community Colleges has called for a special emphasis on articulation between the schools and colleges, as has the California Postsecondary Commission (CPEC). In his comprehensive report on the high schools, Boyer (1983) has noted this need even on the national level. These linkages, he claims, are needed in order to "...establish academic standards, permit students to move more flexibly from one level to another, enrich the work of classroom teachers, and strengthen education programs at the local school."

It was for many of the foregoing reasons that the Gavilan Articulation Project (GAP) was conceived in 1982. Relations between the college and its three local high school districts were strong. These ties had been created as a result of annual meetings and exchanges of information between counselors at both levels. They had been further intensified through close curriculum planning in occupational programs developed jointly with the Regional Occupation Programs (ROP) in such areas as nursing, auto mechanics, and auto body and fender. In these areas, faculty had been intimately involved in developing articulated

curricula, which made it possible for students to move as surely and smoothly as possible to the next learning level of their chosen vocations. True, there was substantial involvement by instructional administration in developing the ROP-related curricula. The key to its working success for students, however, was the direct involvement of faculty and their acceptance of the content of the courses at each level and the means by which student assessment would take place for movement through the sequences developed.

It was equally apparent that Gavilan College has a responsibility, as do all community colleges, to carry on close articulation with other groups. (See Appendix I). All occupational curricula must be planned and kept current through close communication with advisory committees comprised of representatives from the practicing world of that vocation. Further, close ties and communication need to be maintained between the college and a variety of local and state agencies. These multiple relationships argued for more than administrative involvement. If there was to be genuine coordination, it must reach beyond the "administrivia" of information and paper exchange. It must necessarily involve faculty curriculum expertise and expand the knowledge and understanding of that curriculum content and measurement by all parties involved.

Meanwhile, other activities by state-wide organizations offered additional prospects for consideration within the framework of the project. The Learning, Assessment, Retention Consortium (LARC) has developed some accord on the definition of terms which sometimes cause confusion, i.e., basic, remedial, and developmental education. They have developed, at least graphically, a recommended model for how

students would move in and through the community college program best suited to their needs. In addition, the statewide academic senates of the California Community Colleges, California State Universities, and the University of California have cooperated in developing minimum college-level standards in the areas of English, reading and mathematics. Eventually, it is planned to incorporate these two efforts into GAP so as to have a holistic model.

Articulation and Accreditation

Just as the articulation project was being considered at Gavilan College, a reminder arrived that the institution was due in the spring 1984 period for its fifth year accreditation review. One of the alternatives in such interim reviews is to focus on a special project which could be of special interest and value to the institution. This approach was proposed to the Gavilan Faculty Senate, the Board of Trustees, and the Accreditation Commission for Community and Junior Colleges with subsequent approval from each of these groups during the latter months of the 1981-82 academic year.

In the proposal to the Accrediting Commission, the overall goal of the project was stated in the following manner:

> ...to establish an articulation model for transfer courses involving high schools, community colleges, and four-year institutions which would be continuing in nature and potentially replicated in other community college districts in relationship to their high schools and neighboring four-year institutions.

Further, it stated:

> A specific objective would be to involve appropriate local agencies and state-wide agencies in the planning and implementation of such a model so as to achieve the goal within a two-year period of time and to obtain commitment to the model, the process, the outcomes and proper assessment. [For complete details and timelines, see Appendix II.]

GAP - GAVILAN ARTICULATION PROJECT

The GAP Planning Committee consisted of the following persons and the agencies/institutions they represented:

Mr. Bill Mathews, Principal, Live Oak High School
(Subsequently replaced by Ms. Barbara Gillespie)

Mr. Bill Keig, Assistant Superintendent, Instructional Services,
Morgan Hill Unified School District
(Subsequently left position)

Mr. Gregory Hearn, District Superintendent,
San Benito Joint Union High School District

Mr. Dick Lowery, Vice Principal-Curriculum, San Benito High School

Mr. Richard Imler, Principal, Gilroy High School

Ms. Joyce Flanigan, Assistant Superintendent, Gilroy High School

Dr. William Haldeman, Administrator,
California Post Secondary Education Commission

Dr. Ronnald Farland, Administrator, College Services,
Chancellor's Office, California Community Colleges

Dr. Peter Hirsch, Associate Executive Director,
California Association of Community Colleges

Dr. Fauneil Rinn, Associate Dean Undergraduate Studies,
San Jose State University
(Subsequently replaced by Ms. Marcia Canton)

Dr. Gordon Brown, Office for Relation with Schools,
University of California at Santa Cruz

Dr. Robert Swenson, Executive Director,
Accrediting Commission for Community and Junior Colleges

Dr. William Reimal, Dean of Instruction, Gavilan College

Dr. Rene Diaz-Lefebvre, Tony Ruiz, Jerry Flook, Susan Dodd,
Faculty Senate Representatives, Gavilan College

Dr. Rudy Melone, Superintendent/President, Gavilan College

GAP - GAVILAN ARTICULATION PROJECT

The committee met for the first time in September 1982. Beyond reaching accord with the fundamental purposes and need for such an articulation model and its stated goal, the members made the following recommendations: limit the first phase of the project to the subject areas of reading, writing, mathematics, physical sciences, and life sciences; examine all existing assessment instruments at all institutional levels; and start with the high schools and then move ahead with the four-year institutions. Perhaps the greatest support given was to the fact that faculty at each institution would be most involved in conversation with each other. The greatest caution given was to keep such dialogue centered on content and assessment without reference to individual teaching styles or methodologies.

It should be understood that the Gavilan College Superintendent/President had previously met with the Superintendents of the three high school districts served by the college. The underlying concepts of the project and its need and potential values had been discussed at some length, and the support of the high schools had been assured. Therefore, the next step of bringing together the Gavilan faculty and high school faculties in the agreed-upon subject areas was readily accomplished.

Faculty Activity and Outcomes

The objective in the implementation of the project was to identify the key faculty members at each of the four institutions who could provide knowledgeable representation in each of the curricular areas to be articulated. This group of faculty were invited to the college for a luncheon meeting, at which time they were given an overview of the project. Activities accomplished to date were explained, and objectives for future accomplishment were presented and discussed.

GAP - GAVILAN ARTICULATION PROJECT

Gavilan faculty began the process of putting the college curriculum in each of the discipline areas into a flow-chart format. The flow chart displays the various levels which students may enter depending upon their academic preparation. The flow chart also depicts sequence of the courses offered at the College. These flow charts were then sent to the high school faculty with a request that they do the same with the disciplines that they were representing.

This activity began in the early spring of 1983, with the first draft being completed by the high schools in the early fall of 1983. There was continuous dialogue between the college and the high schools during this period of time as each of the schools have slightly different approaches to the labeling and sequencing of curricula.

During October and November the college scheduled meetings with each of the high schools, to be held on the high school campus, between the high school curriculum representatives and the college curriculum representatives. These discussions dealt with each of the courses offered by the high school in each of the disciplines. The courses were placed in sequence and categorized as Diploma, College Credit or Honors courses. Detailed discussions were held concerning the college prep and honors courses relative to what level students successfully completing an advanced high school course could enter at the college in the same discipline. In some cases it was determined that students successfully completing these advanced courses could have some course or testing prerequisites waived at the college. Following the meetings curriculum sequence flow charts were typed up and sent back to the high school faculty for modification or confirmation. These flow charts are now complete for the year (see Appendix III for one example). It is

understood that there must be an annual review by each of the high schools in order to keep the information up to date. These flow charts should be useful to both high school and college counselors and academic advisors in interpreting the curriculum to students.

Interspersed with the meetings with the local high schools were meetings with faculty from San Jose State University and the University of California at Santa Cruz. There was a general update of the project, which took place in a group setting followed by individual meetings in each of the discipline areas. Also discussed briefly were general education issues and certification issues. University faculty from both campuses were very supportive of the project and were looking forward to a continuing dialogue with the high school and community college discipline representatives.

Expected Outcomes of the Project

A number of valuable outcomes are expected from the Gavilan Articulation Project. Some of them are readily apparent, while others are more subtle and will be dependent on the people involved. The immediate and more apparent ones can be described in the following ways:

1. Students should be able to avoid unnecessary duplication of course work, a smoother and more certain transition from course-to-course and level-to-level, and better determinations about their placement in appropriate courses from year-to-year as well as level-to-level.

2. Faculty should be able to experience professional growth opportunities, particularly as they maintain continuous contact with colleagues at other levels. They should be able to refine their course content, teaching-learning methodologies and assessment instruments and techniques, and conduct classes with students who are more correctly placed.

3. The institutions as a whole should also benefit. For all of them, resources can be more properly distributed as curriculum is refined and needs for teachers, supplies, and equipment are more surely identified. Communications should be improved between and among the institutions involved, and roles from level-to-level should become more clear.

Further, the effectiveness of their educational programs should improve through clearly defined learning outcomes and evaluation procedures. The community college will benefit specifically through better recognition by students of its programs, which will benefit recruitment. Since new Title V regulations will mandate a plan of articulation with high schools and four-year institutions within two years, the college is well ahead of this new requirement. The four-year institutions should also experience better success with recruitment from the high schools as well as the community college, and should expect a higher quality of students from all institutions as a result of curricular agreements.

A number of less obvious outcomes are part of the hopes for this project. The results of research and new learning at the four-year institutions could be more rapidly infused into the curriculum at all levels. New information about how people learn can excite new teaching-learning strategies. Special partnerships could be developed between levels for concurrent enrollments and possible acceleration of student progress. Joint appointments and/or exchanges of faculty could be arranged for professional growth and renewal while also providing teachers at all levels a better understanding of common problems as well as differences. Finally, the dominant goal of education, to provide a higher quality of learning and living, may be more attainable.

Next Steps in the Project

Now that Gavilan College faculty have shared information developed with high schools with colleagues at the two four-year institutions, it is time to bring all discipline faculty from all levels together at one time. This session is planned for late February or early March at Gavilan College, preceded by a morning meeting with the state-wide advisory committee.

With the advent of Title V regulations mandating articulation plans by all community colleges in California, the project is even more timely than when first conceived two years ago. However, it also makes it more imperative that appropriate means of disseminating the current status of the project be developed. Some alternatives will be discussed with the advisory committee. Meanwhile, copies of this report will be sent to top administrators of all colleges and universities in the state and all appropriate state-level agencies.

Revisions and new directions may well be suggested for the project by the state-wide advisory committee and the visiting Five-year Review Team of the accrediting association. These suggestions will be incorporated into the report prior to its distribution.

Future Goals

Two other activities have been of special interest at Gavilan College. The first is the development of a testing and placement program for students regardless of their most recent educational experiences or activities. The second is an active participation with the Learning, Assessment and Retention Consortium (LARC). One of our most immediate goals, therefore, will be to fit those two components together with the articulation project into a total model and process.

Another, but longer term goal, is to develop a computer program by which to access and fully accommodate the discipline-by-discipline and course-to-course information developed by faculty. This will make the work of the project immediately available to each of the institutions involved, will make it possible to make revisions with ease and speed, and will establish the model which other disciplines can follow. Other institutions which wish to examine the model developed at Gavilan College may also have access to the information so as to ease and expedite their own articulation plans.

GAVILAN COLLEGE

RESPONSES TO RECOMMENDATIONS OF

ACCREDITATION REVIEW COMMITTEE, 1978

PREFACE

Detailed on the following pages are the responses of the 1978 Accrediting Team's Recommendations. The recommendations have been repeated word-for-word from the Team's Report, and the responses were generated by appropriate sub-committees and reviewed for content and clarity by the 1983-84 Accreditation Steering Committee.

1.0 Functions and Objectives

1.1 It is recommended that the college initiate as soon as possible the assessment process of the business community served by the District in order to come to closure on the pending implementation of new occupational programs, i.e., Agri-business and Merchandising. This type of information is required for any state support for facilities. (Gavilan College's Five Year Goals, under Administration #2; Three Year Goals-Instructional Program 1978-1981).

Response:

A district-wide assessment was conducted in 1981. At that time, over 80% of the respondents stated their interest in agri-business as a program at Gavilan College (See page 35). Subsequent investigation of the agricultural community, however, indicated that farming was becoming less and less a projected use of the land as the South Santa Clara County area becomes more metropolitan in its outlook. Indeed a number of farmers, because of farm relations problems as well as their interest in developing land, have already gone out of business or are contemplating doing so within the next couple of years.

As a result of this shrinking potential, we serve student needs for agri-business within our current business curriculum. We, therefore, have not adopted a formal agri-business program. Moreover, close neighboring community colleges do offer specialized agricultural courses which serve the interest of a select few students from our area. Meanwhile, many of the specific skill areas of interest indicated by our students can be met within the existing business curriculum. There are a number of students, of course, who are interested in the transfer program. They are, therefore, provided with all of the lower division transfer curriculum necessary for a four-year agri-business degree without the necessity of specifically identifying the courses as agri-business.

The merchandising potential is alleviated in a much different fashion. We currently provide two non-transfer merchandising certificate programs--fashion merchandising and marketing. The fashion merchandising program is run in parallel with and is an extension of an ROP program. The ROP has an advisory committee representing the community at large. The program we present is a contracted program in cooperation with the South Santa Clara County ROP.

2.0 Educational Programs

2.1 It is recommended that the Curriculum Committee review the occupational programs' prescribed course requirements to insure that a student has an opportunity to complete his/her general education and related support courses within the guidelines of California Administrative Code, Title V, and in a reasonable period of time.

Response:

General Education and support courses are scheduled to accomodate students who are enrolled in occupational programs. The schedules of some of the occupational programs may require that students complete their general education courses in the evening if they desire an associate degree.

2.2 It is recommended that the College review its current practice of narrowly defining credit courses in order to allow more flexibility to respond to community instructional needs.

Response:

The process for review of credit courses currently takes place at the departmental, curriculum committee, administrative and Board of Trustees level. The process has worked well for the college.

2.3 The team supports and encourages the District's desire to bring several off-campus occupational programs to facilities on-campus. This action provides better access to student support services and allows occupational students to become part of the mainstream of on-campus life.

Response:

Gavilan College completed construction of the occupational building in the fall of 1981. This allowed the movement of the automotive program and the welding program to the campus. Consequently, students enrolled in these programs now have immediate access to all college support services. We appreciate the team's support in this effort.

2.4 It is recommended that the College consider expanding the open-entry/open-exit methodology, which is apparently successful in typewriting laboratory, into the areas of word processing, occupational accounting, business machines, and shorthand.

Response:

The College has expanded open entry/exit opportunities for students in Word Processing and Business Machines. A computerized accounting program is now being developed. Open entry/exit opportunities also exist in English, Study Assistance and in the Learning Skills Program.

2.5 It is recommended that the District continue to examine the effectiveness of how the educational offerings of the College are made known to the citizens of the District. Special attention needs to be made in the limited English speaking and bilingual areas.

Response:

The College has expanded its public information efforts to citizens of the district through a district-wide mailing of each term's class schedule. Public information efforts for non-English speaking and/or limited English speaking residents of the district are accomplished through E.O.P.s recruiters and bilingual counselors.

2.6 The team supports the efforts of the College to provide ethnic oriented courses, but it does recommend that the instructional staff consider emphasizing ethnic experiences on a local level in contrast to the broad scope approach. Consideration needs to be given to providing a variety of ethnic courses to expand the community awareness level.

Response:

The College has not expanded the offerings of ethnic oriented courses which deal with local issues, rather emphasis has been put on incorporation of general ethnic oriented issues into existing disciplines.

2.7 It is recommended that a systematic process and written policy/procedure be developed for deletions of courses and programs.

Response:

A program review policy has been under study for the last two years. It is planned that this policy will be adopted in the late spring of 1983.

2.8 Within the fiscal abilities of the District, the team encourages the expansion of two effective staff development activities: (1) The Reasearch Innovation and Development Committee and (2) Staff and Program Development Fund. Desired change requires a commitment on the part of the individual faculty member and reasonable support by the College. The College is encouraged to consider the classified staff's in-service needs under its staff development program.

Response:

The Research Innovation and Development program is now functioning under the Staff Development Committee, which is supervised by the Faculty Senate. Under the leadership of the Faculty Senate, the Staff Development Committee organizes and presents programs based on an assessment of interest and needs from the faculty. Faculty are encouraged to submit instructional development proposals which are above and beyond routine course revisions and development of new courses. There is an established budget to support these activities. Most of the instructional development work is accomplished without financial support from the Staff Development Committee. Classified in-service training has increased. Please see section 3.3 for specifics.

2.9 It is recommended that the College examine the support needs of the part-time instructional staff (i.e., designated areas for typical office tasks, clerical service, etc.) and take appropriate action to meet the needs.

Response:

The reorganization plan implemented in the fall of 1983 took care of many of the communication problems and clerical service. Part-time faculty now have representation on the Faculty Senate, therefore, concerns not addressed by supervisors are channeled through that body.

2.10 It is recommended that the College review the process used to select students in programs that are impacted to insure open access and the use of criteria that is occupationally oriented and within state and federal guidelines.

Response:

The Allied Health program, which is the only impacted program at the College, has a well defined process which is published and distributed to all interested students. Included is the criteria that will be used to select students desiring to enter this program.

2.11 It is recommended that the roles of the division directors (Social Science/Business; Science/Health/Physical Education; Humanities and Occupational Education) and the role of Director of Continuing Education/Summer Session be re-examined in relationship to the off-campus responsibilities. Clear lines of functions and responsibilities are essential to effective management of off-campus instructional programs.

Response:

Since the team visit, the college has been substantially reorganized. Division directors have been eliminated and replaced by three Assistant Deans with appropriate Department Chairs in instruction and instructional support areas. The attached organizational chart is accompanied by a matrix which designates the varied levels of accountability and responsibility from individual faculty through the Dean level.

Off-campus programs have been substantially reduced due to funding and ADA growth limits. However, there is off-campus activity through Community Services and varying efforts with private business and industry and the Private Industry Councils (PICs) of the new Joint Training Partnership Act (JTPA) Program. Responsibilities here are clearly designated.

2.12 The College has made significant progress to bring educational opportunities to the various communities served since the last accreditation visit. The team supports these activities and recommends that a formalized community survey be developed and used as one of the factors in course selection, especially for off-campus instructional programs.

Response:

A comprehensive assessment of needs was taken and compiled in 1980-1981. These data have provided useful information to the college staff in its decision making regarding program and services.

2.13 The team recommends that the Board consider developing a separate salary schedule for all designated management personnel who are not on multi-year contracts.

Response:

Separate salary schedules have been implemented for management personnel who are not on the multi-year contract.

2.14 Since the last accreditation visit, the College has made significant gains in attracting a student body that comes closer to the actual citizen composition of the District. The faculty is encouraged to review its efforts to provide instructional experiences that have meaning for these new students. Management and Board are encouraged to provide appropriate support for the instructional staff to meet the educational needs of the College's student population.

Response:

The College's Instructional Support Services staff have responsibility for student assessment and course placement recommendations in the Language and Math areas. Refinement of the Placement Test process has been undertaken both internally through the college's basic skills committee and externally through the college's participation in the state-wide LARC networking. Faculty of both the Language Arts and Math Department have completed studies of their courses and have revised both their course pre-requisites and sequencing to assure more appropriate student placement and success in content learning.

2.15 It is recommended that the College continue and expand the efforts now in progress to provide new occupational programs that meet the career goals of student and the work force requirements of local business and industries. Appropriate broad based community advisory groups can provide valuable input into new programs being proposed by the College.

Response:

Recent additions to the College curriculum include the following certificate programs:

Electronic Technician
Registered Nursing

2.16 Based on the evidence available to the team, it is recommended that the College consider expanding its current automotive mechanics program to include industrial engines. This expansion could serve as the core for an agri-business program.

Response:

The College has not had the funding resources needed to expand the Automotive Mechanics program to include industrial Engines.

2.17 It is recommended that the District continue its efforts to secure adequate housing for the Developmentally Disabled Program. If the proposed vocational/technology facility becomes a reality, the above situation should be eliminated since there appears to be adequate space provided in that facility.

Response:

The Handicapped Students Program and Services (H.S.P.&S.) is currently being housed in less-than-ideal, but adequate facilities. The budget did not permit the addition of extra space to the Occupational Building.The College is interested in exploring alternatives to the current program locations.

3.0 Institutional Staff

3.1 The team supports the College's appraisal statements, "...At present, there exists a need to address the imbalances, both sexually and socially, in the ranks of the certificated as well as the classified employees." The District is encouraged to continue to support the efforts of the Personnel/Affirmative Action Office in addressing the requirements of equal employment opportunity and affirmative action in the employment selection process.

Response:

The College remains committed to the policy of equal opportunity in employment; however, financial constraints have severely hampered the ability of the College to hire and retain staff. With an improved secure financing the College will again make every attempt to meet our goals of balanced staff. With regard to the socialization of staff, joint meetings with subjects of common interest have been held and will continue to be held in the future. Joint events such as school picnics and an annual Awards Dinner have been incorporated into the general in-service staff, they also will continue.

3.2 It is suggested that the instructional staff re-assess its decision not to have a faculty senate.

Response:

The Faculty did indeed review its role with regard to the Faculty Senate and they choose to restore a faculty senate. Attached are their by-laws.

3.3 It is recommended that careful attention be given to the Staff Development Program to insure that activities approved for funding focus on "improvement of instruction." It is suggested that campus oriented activities tend to allow for the broadest staff participation.

Response:

A review of our staff development program indicates that the College has developed activities that are directed toward the improvement of instruction. Specific events are outlined in copies provided. The sessions were conducted in a format whereby parts of the program were relevant to all staff.

3.4 The team concurs with the College's appraisal statement #2, "...The stated goal of the re-organization (Fall 1976) was to give autonomy to the divisions and encourage participation in management...the new administration has a more enlightened approach to personnel relations which thus has a positive impact on staff relations." After two years under the new structure, it is recommended that an in-depth assessment be conducted by the District to determine if the Division Directors and coordinators are being adequately compensated in relations to several factors; job functions and responsibilities, subordinates supervised, length of service per year, and other factors that pertain to the duties performed by each director/coordinator within the management organization.

Response:

The District has reviewed not only the role of the Division Director and coordinator positions but has in fact with the assistance of a faculty task force reviewed the entire administrative structure and submitted a series of recommendations concerning governance (please see attached report). The pay structure for administrative positions has been reviewed and is still under discussion as to the final design based upon responsibility factors. It should be noted that Division Director positions have now been changed into a departmental structure.

4.0 Student Services

4.1 The team encourages the District to continue its negotiation with the public transportation authorities in San Benito County to provide services to the Gilroy campus. The lack of public transportation from the southern part of the District appears top be a barrier for low-income persons.

Response:

The San Tran bus service of Hollister has been operating on the Gavilan Campus for two years. This is a cooperative venture between San Benito County and Gavilan College.

4.2 It is recommended that in the re-assessment of the management structure initiated in the Fall 1976, that consideration be given to providing additional management leadership in the area of student personnel services. The current structure does not provide for any director level positions to interact with the five (5) instructional oriented directorships. There appears to be a logical group of functions that correspond to the instructional services at the directorship level (i.e., counselors/advisors, developmental disabilities, EOPS, Mini-Corps, health services, and Re-Entry Program). Currently, personnel in these areas have taken on tasks beyond their normal job descriptions. This is to be commended but "voluntary" administrative leadership does have its limit and may present future problems if not addressed by management and Board.

Response:

The college's reorganization has eliminated the category of "Director". In its place, organizational units have been structured around the "Department Chair" position. With the Student Services area, (now called Instructional Support Services), five Departments were set up. These correspond to Departments within the Instructional areas and have recognized job responsibilities as delineated by a "Department Chair" job description and an organizational function matrix which indicates areas of responsibility among and between all levels of management.

4.3 It is recommended that the College examine the current practice of using short-term special funded personnel to cover the Admissions Office during the evening hours.

Response:

The Admissions and Records Office has created a flex-time position for one of its regular employees to provide its services to evening students and instructors. The use of short-term specially funded personnel was eliminated when this new schedule was implemented.

4.4 The team supports the need for a review of the housing requirements for the Financial Aid and Veterans Office. The central concern is the lack of private areas for confidential business transactions associated with these two offices. Both functions provide a counseling service for their clients.

Response:

Private offices have been established for the Veteran's Affairs Office and the Financial Aids Office.

4.5 The team recognizes that funding for student personnel services staff is limited and that CETA provides a temporary source of new personnel, but it does recommend that care be taken in the placement of these people. Plans must be made to face the hard decision of either absorbing CETA employees or releasing them at a future date. Care must be taken so that the action is not detrimented to <u>essential</u> programs.

Response:

Operational reorganization within the Student Personnel area has eliminated the former reliance on CETA employees for essential tasks. At the present, CETA employees are not utilized within any areas of Instructional Support Services (formerly Student Support Services). The one area which is in need of better and more appropriate classified support is that the EOP&S which currently, out of necessity, must rely on student help for much of its clerical support. Steps are being studied by the college administration to remedy this situation this spring.

4.6 The team recommends that management finds a permanent location for the student government to conduct its regular activities.

Response:

The student government has been provided office space in the Student Center. Regularly scheduled meetings of the Student Senate are conducted in campus meeting areas immediately adjacent to their office area.

4.7 The College is actively addressing the mandates of Title IX. The team commends and supports the effort to provide equal access for athletic participation, especially in providing a team room for female student athletes.

Response:

No change.

4.8 The team encourages the College to continue its active recruitment activities of hard-to-reach students in the District's service area. Care must be taken to provide appropriate support and instructional services for non-traditional students attracted to the College.

Response:

The college recognizes its responsibilities and challenges to meet the educational needs of the citizens within its district boundaries. However, fiscal constraints imposed by Prop 13 and subsequent state actions have caused the district to close its experimental off-campus sites. Continued efforts to reach the district's non-traditional students are made through the EOP&S, HSP&S and Re-entry components of the college, the college's interface with the San Trans system of San Benito County, and the college's PIO and Community Services Offices.

5.0 Community Services

5.1 The team recognizes that community services in California community colleges are in transition. To promote the self-support concept, it is recommended that the District explore all possible means of securing voluntary publicity for the events scheduled by the Office of Community Services.

Response:

The Community Services Office sends out press releases to area newspapers and also Public Service Announcements (PSAs) to radio and television stations to promote classes, workshops, seminars and cultural events. Occasionally, photographs are included in the promotional material. Special newspaper coverage and photographers are requested for special and noteworthy events. When a story possesses "feature material", newspaper reporters are notified because editors generally prefer to have their own staff write human interest stories and feature articles. Publicity for Community Services classes and events are included in the following publications through the campus communication supervisor: Schedule of classes, catalog, PSAs to television and radio stations, news releases to papers, "Happenings" - a weekly publication on campus, "Board Bulletin" - issued monthly following the Board of Trustee meeting. The campus newspaper, THE RAMBLER, also provides voluntary publicity for events scheduled by the Office of Community Services. In addition, area civic and service clubs will make announcements at meetings and will publish articles in their newsletters concerning events and classes being offered. The Community Services office sends out literature and flyers to community-sponsored events and participates in a joint publication to all schools in the Gilroy Unified School District.

5.2 It is recommended that adequate on-campus announcements be made to notify the student body of the community services events scheduled. Under the self-support concept, students need to be aware of community service events and by participation help finance the events.

Response:

The Public Information Officer sends out the "Happenings" each week which has a calendar of events and offers notes on various events on and off campus. Whenever a flyer or brochure is published, all campus faculty and staff, including the Student Senate and the campus media, the Rambler, receive copies so that all are aware of events, classes and workshops on and off campus. The campus newspaper receives all press releases written from Community Services, and uses most of them in their News Briefs section of the bi-monthly paper. Campus bulletin boards, the glass cases, are both used to display posters and brochures publicizing campus events. Special noteworthy events are given more elaborate display case exhibition and space.

5.3 In relationship to recommendation #2.2, the team is suggesting that the College take a close look at how it defines a credit course and a community service course. The team recognizes that local boards are given latitude under California Administrative Code, Title V, in developing course criteria guidelines, but the team is suggesting that if legitimate grades thirteen (13) and fourteen (14) courses are put under community services, students may be denied access due to financial ability and/or the need for college credit to complete career and transfer requirements.

Response:

The definition of what qualified as a credit and a Community Services course became very clear in the Fall, 1982, subsequent to the CPEC (course deletion) and the Chancellor's Office follow-ups. Community Services course descriptions are reviewed by each department and the assistant dean of each division to assure that classes do not duplicate or take the place of credit course offered by the college. Final approval of Community Service classes is given by the Board of Trustees after consideration by Dean of Instruction, President/Superintendent and the Curriculum Committee.

5.4 The team encourages the College to continue and expand its "college-community" relations efforts through existing public media in the southern part of the District (San Benito County).

Response:

Press Releases on all events, classes and special interest features are mailed to both the Hollister Freelance and the San Juan Bautista weekly, The Pueblo News. The Spanish language radio station in Hollister, KMPG, also receives all public service announcements. KDON (Salinas) and KWAV (Monterey), and television stations KSBW (Channel 8) and KNTV (Channel 11) all serve this area, and receive all of our press releases and public service announcements. When something of particular interest is happening on campus, all these media sources are called by phone and asked if they'd like to send a reporter to have us call them with all the facts. All these media use our mailed press materials, and are eager to cover our events. We have developed a first-name personal relationship with reporters from these media and have created a positive news flow atmosphere.

6.0 Library and Other Learning Resources

6.1 It is recommended that the staff of each major instructional discipline area now has the obligation to review its relationship to the expanding Learning Resource Center concept for approaches to increase exposure of their student groups to the resources and services of the Learning Resource Center. Involvement and commitment of staff may be more important than financial resources during the next phase of Learning Resource Center development.

Response:

Through the tutoring and media personnel, the function and role of the Learning Resource Center has been actively taken to the instructional staff. The instructional staff has utilized the service when appropriate. The new department organization provides a natural academic discipline contact. The response to item 6.2 more specifically depicts a portion of the inter-action.

6.2 It is recommended that a systematic process be developed to assess the academic performance of persons who participate in Learning Resource Center instructional activities.

Response:

The Language Lab and Media Center keep a record of each student who uses the Center. At the end of each week, the Lab Assistant sends the instructors a list of student time spent in the Language Lab and Media Center. The instructors can thereby determine if the process is helpful to the student's grade.

The purpose of providing free tutorial service at Gavilan College is to enhance the student's academic process and provide a method for retention of students. Those students who have shown poor academic performance are advised by the instructional staff to utilize the tutorial services until their accomplishments reach a satisfactory level.

Periodic checks are made by the Tutoring Assistant to make sure that the appointments are kept and the assignments met. Follow-ups are frequently conducted by the Tutoring Assistant and the tutors with the students' counselors and/or instructors. The purpose of this follow-up is to improve the retention of students. At the end of each quarter, the students evaluate the tutoring process, which includes evaluation of the quality of service and students own evaluation of their academic improvement in the courses for which they receive tutoring.

Numerous reports are sent to instructors, Dean and Supervisors on usage of the Language Lab, Media Center and Tutoring Center. Gavilan is currently a member of the Learning Assessment Retention Consortium. Part of the mission of this group is the study of methods of student evaluation.

7.0 Physical Plant and Equipment

7.1 Based on observation and several studies conducted by the College, the team recommends that the automotive program be moved as soon as possible to a campus location.

Response:

The College completed a new facility for the automotive program and for a subsequent welding program on the campus in fall of 1981. This facility was designed based upon extensive examination by the Assistant Dean for Occupational Programs and one of the instructors in that program and visitations to facilities at other community colleges in the state. The space is more than adequate now and the materials and equipment are indeed in place. The facility is also shared by the Regional Occupational Program under conbtractual arrangements with the college in order to provide the fullest possible utilization of that facility.

Subsequent financial constraints have caused the college, however, to temporarily put in abeyance the instruction in the automotive mechanics part of that program. In the spring of 1983, the instructor of that program announced his retirement. Within the process of finding a replacement for that individual, the legislative and executive branch news about the abrupt reduction of all community college budgets by 7.8% has caused the college to hold off on replacing that person until funding becomes more substantially available. In the meantime, the on-campus ROP program in automotive mechanics offers some openings for Gavilan students.

7.2 It is recommended that the College review its preventative maintenance planning process. Long-range planning is essential to protect the capital investment of the District. Although preventative maintenance is part of the current budget building process, there is a concern by the team that more attention in the future must be given to this aspect of the budget process as the College's facilities and equipment become older.

Response:

The College has developed long-range plans for deferred maintenance and replacement of essential equipment. Requests have been made to the state Chancellor's office for matching funds over a five year period of time. However, the reduction of state level funds for this purpose as well as the loss of college dollars for the matching funds has caused much of this plan to come to a grinding halt at this time. This does not mean that the institution will not continue to explore its problems and develop its priorities for essential deferred maintenance and equipment replacement. It only means that for the time being there are no financial means by which we can conduct this part of our needed activities. A copy of the plan submitted to the State Chancellor's Office is available for reference by the visiting team.

7.3 It is the team's observation that the College seems to be understaffed in the plant maintenance area. This could be a potential problem, especially if new facilities are added to the campus. It is recommended that the College evaluate the number of personnel needed to maintain the current plant and project additional personnel needs for proposed new facilities.

Response:

The recommendation of the team is in concurrence with the views of the administration at Gavilan College that we are short handed in the vital areas of maintenance and of groundskeeping as well as custodial care. Nonetheless, it has been extremely difficult to reinforce these needed components of support services with the recent reduction of state funding. As a result, the college has had to reduce that staff by laying off one custodian and subsequently losing the services of one groundskeeper whom it will not plan to replace until additional funding becomes available.

This loss of maintenance staff is a major concern for the institution because, with lack of proper care, the deferred maintenance items will increase in direct proportion to the lack of daily and ongoing attention.

7.4 As funds become available, it is recommended that the College move ahead with its plans to build the vocational/technical complex. There are needed programs in the advanced planning stage that require housing in this complex.

Response:

The implications of this recommendation are that other badly needed facilities for technical programs should be built and completed. Unfortunately the team's visit coincided with the passage of Proposition 13 and the loss of mechanisms by which local funding could be developed in order to complete the recommended building plans. These plans had been developed through careful work in the Anshen and Allen architectural firm together with the participation of faculty and staff at the institution. This entire five year plan which we thought could be funded out of local tax monies has been placed in abeyance until such time as new sources of funding become available or until private funding is solicited and made available.

To this end, the college has begun to develop a Foundation program and is in the process of attempting to raise funds.

8.0 Financial Resources

8.1 The team recommends that the College management carefully review the representation of the various segments on the College Budget Committee, particularly as to the representation of the certificated (teaching faculty) staff. This committee seems top-heavy with management personnel.

Response:

The reorganized structure of the college is such that Department Chairs from each of two clusters of programs represent faculty on the annual ad hoc budget committee. Also present is a faculty member designated by the Faculty Senate. Other members consist of the Superintendent/President, Dean of Instruction, Campus Service Manager, and designees of the Classified Council and the Associated Student Body. Serving as resources to the committee are the Business Office Manager and the Assistant Deans. A Board member, representing the Board's Budget Subcommittee, is also invited to the meetings of the committee.

9.0 Institutional Governance and Administration

9.1 It is recommended that the College take a hard look at the existing committee structure with the goal of improving formal communication between and among the various segments of the College. This is especially important since there is no faculty organization (e.g., Faculty Senate or Faculty Association) which can be used for review and discussion of "collegial" matters. The team does not question the intent of the standing committee structure, but it did observe evidence that it is difficult to obtain a timely decision in some areas of the College due to the tendency to move an item from committee to committee.

Response:

A number of changes have occurred in the organization of Gavilan College since the recommendations made by the Accrediting Team. The most significant of these revisions are: a) the Faculty Senate was reconstituted in 1980, thus providing a different basis for faculty involvement on committees and a different form of communications with the faculty at large; b) the establishment of a Classified Council in 1982 provides for non-certificated involvement and communication; c) the organization of the college has been substantially changed as a result of an assessment of the needs of the organizational structure. Within this component several strong revisions include the elimination of division directors and the establishment of departmental chairs selected by their peers within the various disciplines of the institution. The addition of three Assistant Deans, the reduction of a Dean of Administrative Services and a full Dean of Student Support Services. The attached organizational chart will indicate the sum of that revision.

Communications accord is a responsibility of both senders and receivers. Nonetheless, it is hoped that the structural organization with Faculty Senate and Classified Council involvement will now provide clear lines of communications and more direct communication between and amongst faculty and other members of the staff. Though the process will never be perfect, efforts are being made to solidify this communications process. One example is the Reorganization Evaluation Task Force with representation from the entire staff which provided substantial input during the recent reorganization process.

9.2 After meeting with representatives from the Board, the team supports and encourages board members who receive questions of substance concerning the operation of the College to refer them to the Superintendent/President for his/her review and follow-up as a means of keeping in close touch with the community.

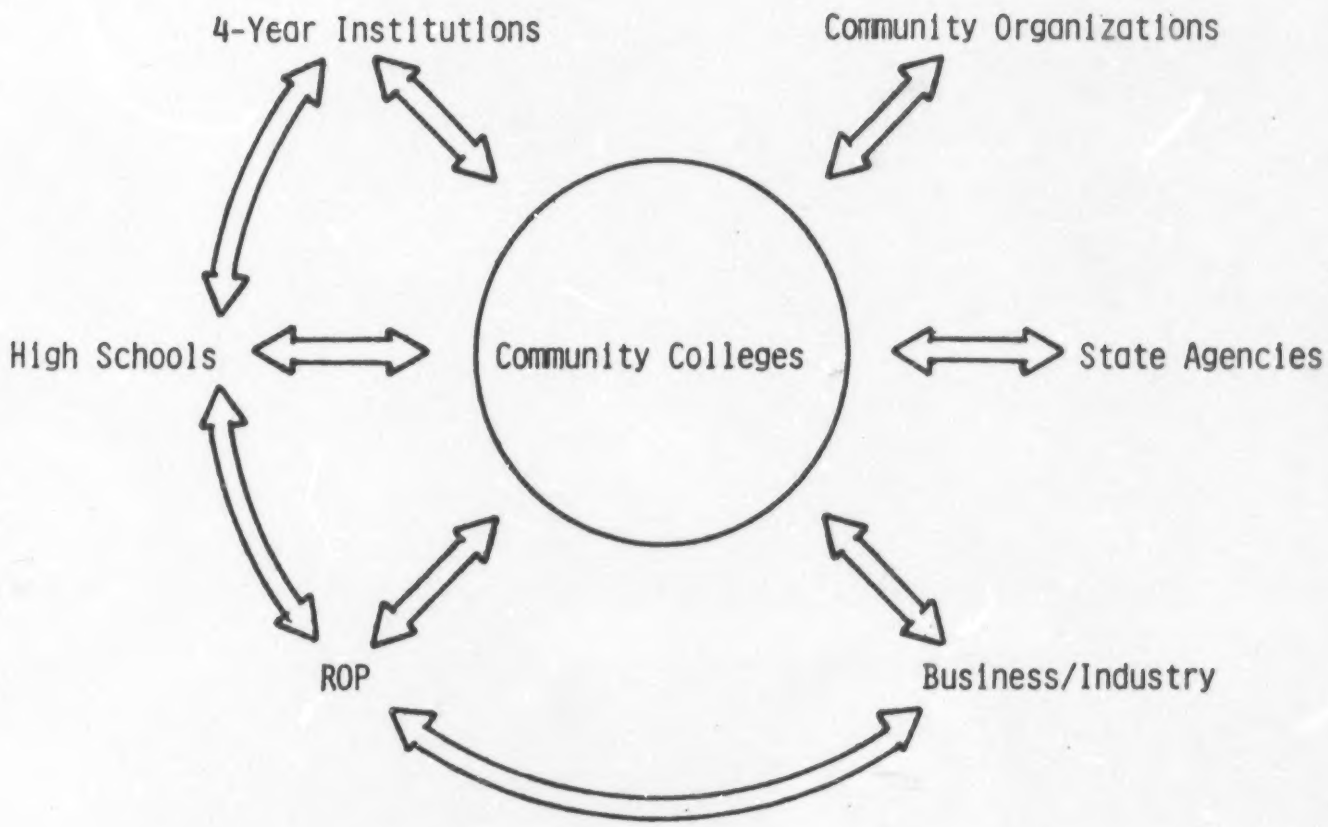
Response:

Board members have responded positively to this recommendation. Communications individual members of the Board receive from either members of the college faculty and staff or external individuals or constituencies are communicated directly and quickly to the Superintendent/President and Board members do expect a response in some form of action as a consequence of their communication.

Appendix I

GAP

Gavilan Articulation Projects



Appendix II

A PROPOSAL FOR THE 1983-84 ACCREDITATION REVIEW AT GAVILAN COLLEGE

Gavilan College proposes that the five-year review for accreditation be conducted on a special project basis. The special project would include the planning and implementation of a model for articulation between and among Gavilan College, the three high school districts it serves, and San Jose State University.

THE NEED

Perhaps one of the most neglected, yet one of the most important functions played by an educational institution, is the articulating process. Much more than that, transfer function articulation involves a total plan of sequential relationships in subject matter areas.

Articulation between postsecondary education institutions and high schools has been a particular concern at Gavilan College and has most traditionally been carried out through the counseling staff. There is, however, the need for involving the faculty at the discipline levels in this process as expressed now at the state-wide level by the California Postsecondary Education Commission, the Chancellor's Office of the Community Colleges, the Academic Senate for California Community Colleges, and the California Roundtable on Educational Opportunity.

In order to develop a comprehensive model, it would seem that Gavilan College should focus its current attention on a model which examines the transfer courses, especially at a time when the number of transfers to four-year institutions has declined and California State University Executive Orders 338 and 342 are being implemented.

Such a model is also timely in view of the alternative provided to community colleges in the "flexible calendar" option. The overall goal of this project would be to establish an articulation model for transfer courses involving high schools, community colleges, and four-year institutions which would be continuing in nature and potentially replicated in other community college districts in relationship to their high schools and neighboring four-year institutions.

A specific objective would be to involve appropriate local agencies and state-wide agencies in the planning and implementation of such a model so as to achieve the goal within a two-year period of time and to obtain commitment to the model, the process, its outcomes and proper assessment.

THE PROPOSAL

It is proposed that the following time lines and activities be carried out looking toward the five-year accreditation review as a major assessment step in the process:

Phase I - Spring 1982

1. Agreement by Faculty Senate, administration, and Trustees of Gavilan College to the basic planning.

2. Agreement by the Accrediting Commission for Community and Junior Colleges to a special project as the five-year review

3. Commitment from Gavilan College's three high school districts to participate in the planning and implementation and assessment of the model.

4. Commitment from San Jose State University for the planning, implementation and assessment of the model.

5. Commitment from the California Postsecondary Education Commission, the Chancellor's Office Staff, the California Association of Community Colleges, and a representative from the Accrediting Commission for Community and Junior Colleges to participate in the planning, implementation and assessment of the model.

Phase II - Academic Year 1982-83

1. A planning committee would be formed consisting of representatives from Gavilan College administration and the Faculty Senate, San Jose State University, the three high school districts, the Accrediting Commission for Community and Junior Colleges, California Postsecondary Education Commission, the Chancellor's Office, the California Association of Community Colleges, and the University of California-Santa Cruz.

2. The total model planned in all its details and specific steps by Spring 1983, written up and broadly shared amongst the involved groups. (The detailed steps and progression between Step 1 and the completion of the model would be one of the first major tasks of the committee.)

Phase III - Fall 1983

1. Gavilan College faculty and administration would implement the plan as devised and prepare all related results and reports as required within the model.

Phase IV - Spring 1984

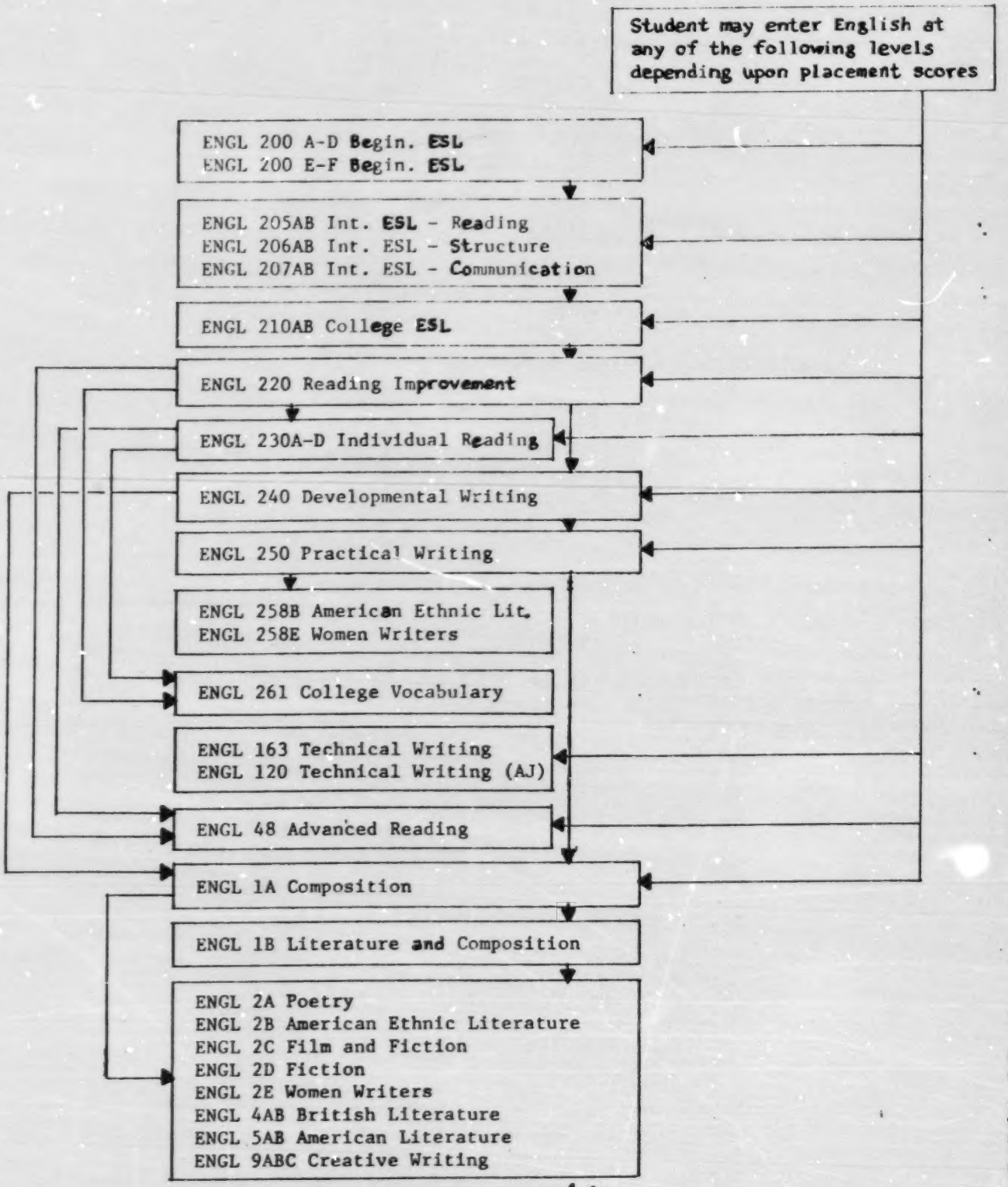
1. Accrediting review team visit for purpose of assisting the results of the plan and its interrelationship with all other functions and services at Gavilan College.

Phase V - Spring 1984

1. Review by planning committee of the accrediting team assessment with recommendations for revisions to the model prior to reimplementation in 1984.

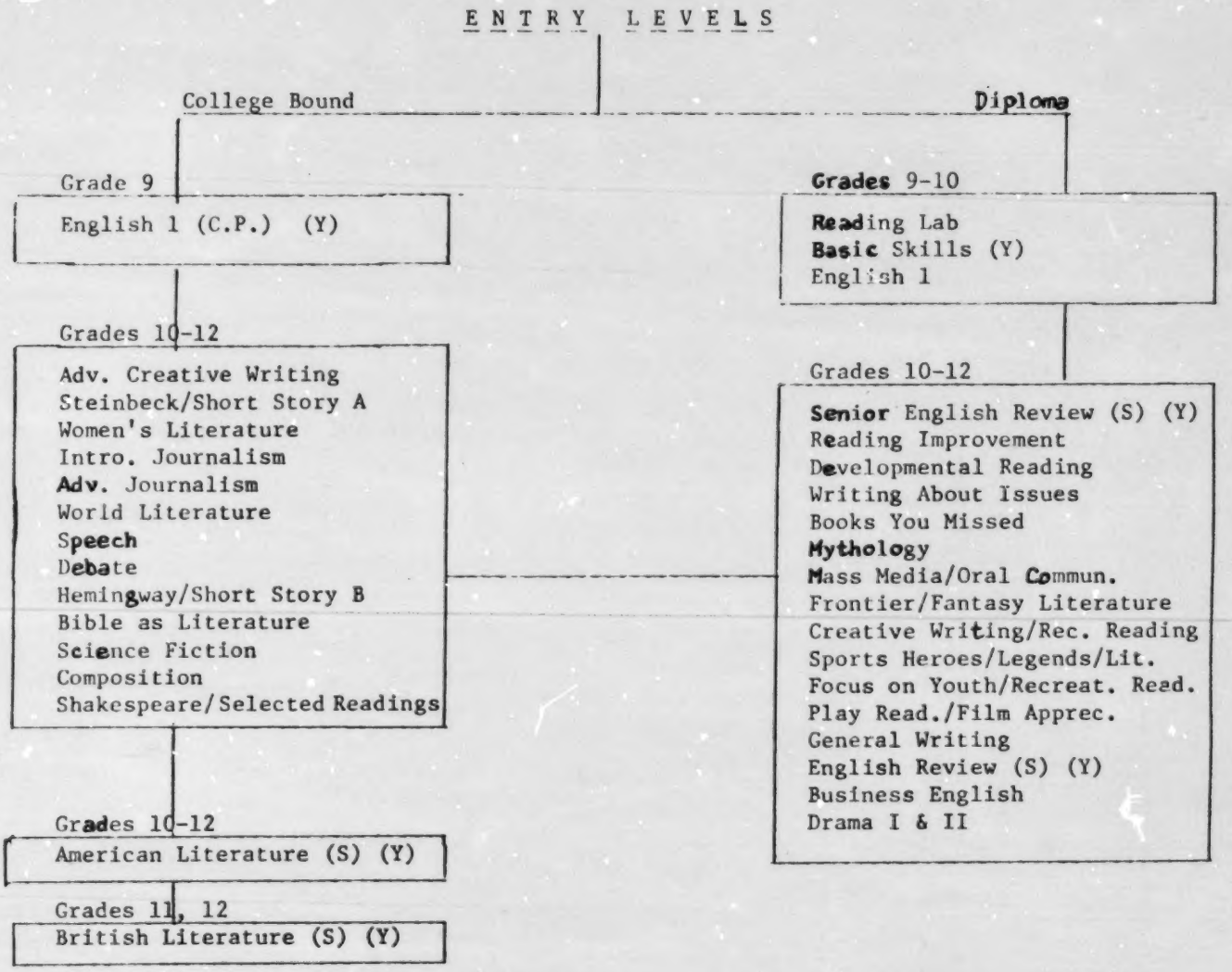
Appendix III

SEQUENCE OF ENGLISH COURSES OFFERED AT GAVILAN COLLEGE


Student may enter English at any of the following levels depending upon placement scores
ENGL 200 A-D Begin. ESL
ENGL 200 E-F Begin. ESL
ENGL 205AB Int. ESL - Reading
ENGL 206AB Int. ESL - Structure
ENGL 207AB Int. ESL - Communication
ENGL 210AB College ESL
ENGL 220 Reading Improvement
ENGL 230A-D Individual Reading
ENGL 240 Developmental Writing
ENGL 250 Practical Writing
ENGL 258B American Ethnic Lit.
ENGL 258E Women Writers
ENGL 261 College Vocabulary
ENGL 163 Technical Writing
ENGL 120 Technical Writing (AJ)
ENGL 48 Advanced Reading
ENGL 1A Composition
ENGL 1B Literature and Composition
ENGL 2A Poetry
ENGL 2B American Ethnic Literature
ENGL 2C Film and Fiction
ENGL 2D Fiction
ENGL 2E Women Writers
ENGL 4AB British Literature
ENGL 5AB American Literature
ENGL 9ABC Creative Writing

Appendix III (cont.)

SEQUENCE OF ENGLISH COURSES
OFFERED AT GILROY HIGH SCHOOL

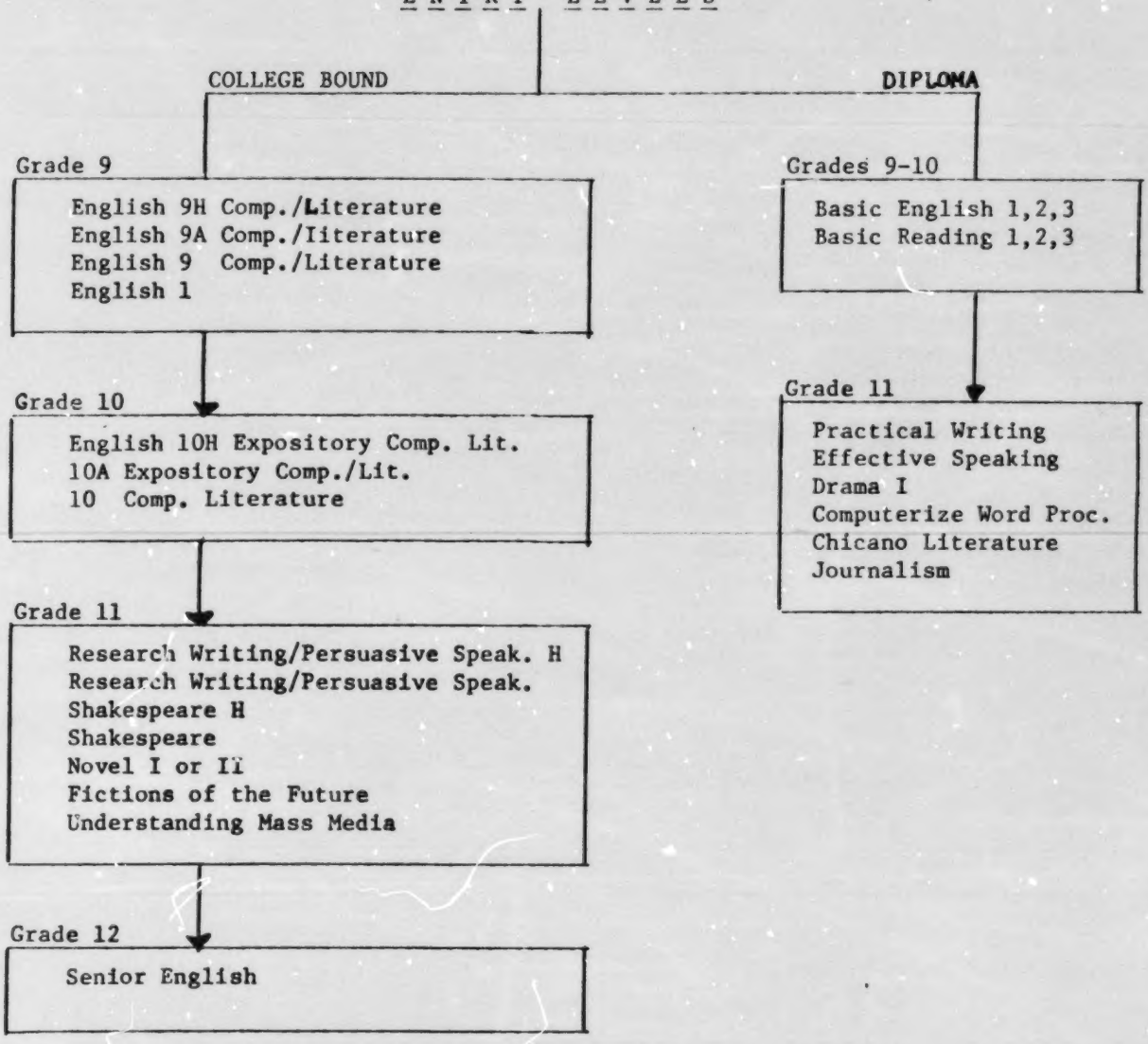


(S) (Y) = 1 Semester or 1 year in length

(Y) = 1 Year in length

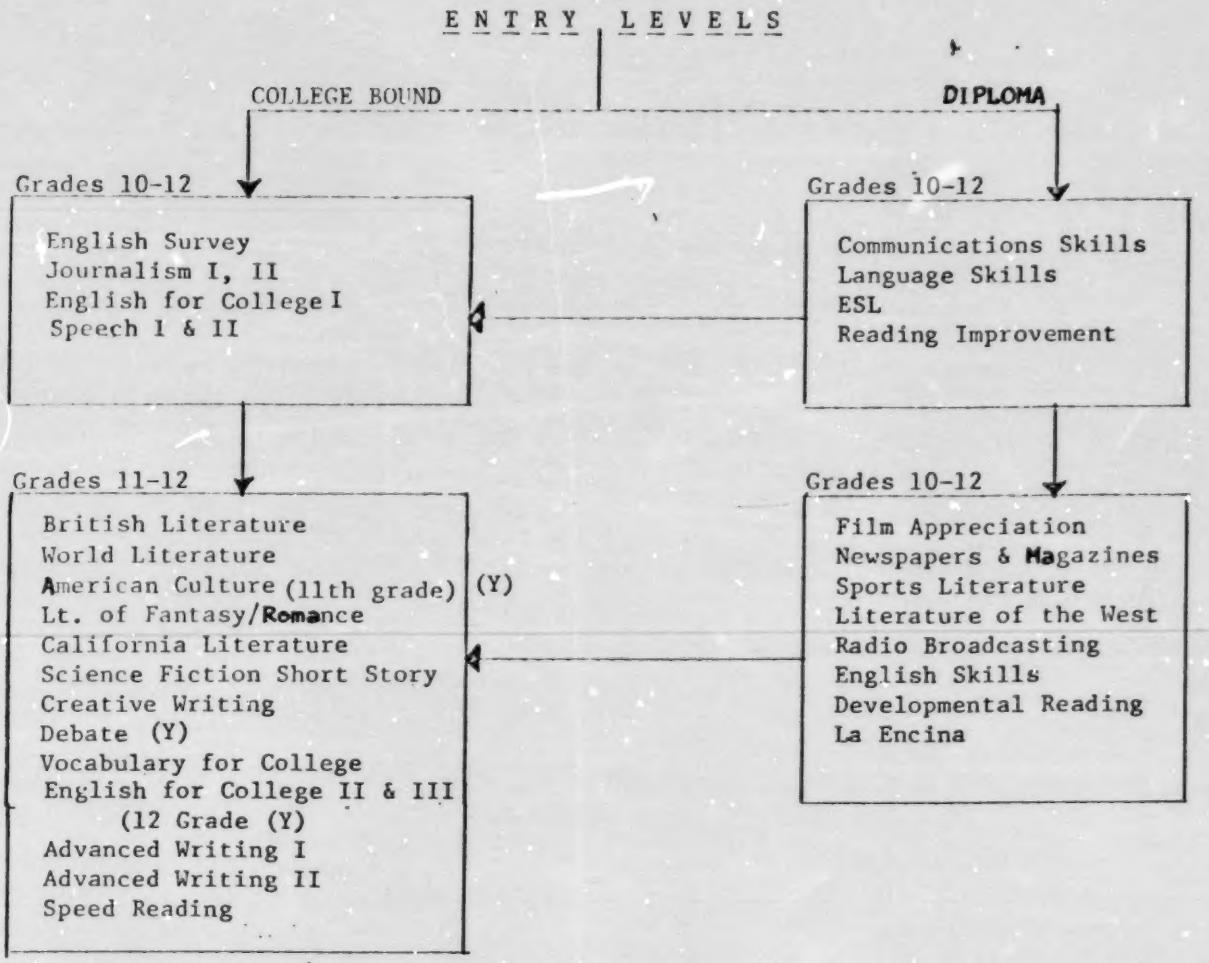
No Symbol = 1 Semester in length

SEQUENCE OF ENGLISH COURSES
OFFERED AT
SAN BENITO JOINT UNION HIGH SCHOOL



Courses listed under college bound are U.C. approved courses as submitted on annual approval list.

SEQUENCE OF ENGLISH COURSES
OFFERED AT LIVE OAK HIGH SCHOOL



Appendix IV

GAVILAN ARTICULATION PROJECT
FACULTY AND INSTITUTIONS INVOLVED

DISCIPLINE	DISCIPLINE REPRESENTATIVES					
	Live Oak High	Gilroy High	San Benito High	Gavilan College	San Jose State	UC - Santa Cruz
Writing	George Daily Irv Peckham	Jackie Horejs	Mike Sullens	Marci Douglas	Rex Burbank John Galm	Carol Freeman
Reading	Cindy Duffy	Chuck Flagg	Evelyn Miller	John Hansell	N/A	N/A
Mathematics	Rich Lund	Pat Gomez Burton Duke	Bill Chen	Jerry Flook	Jim Smart	Gerhard Ringel Edward Landesman
Physical Science	Jim Heneon	Ann Bowers Dave Pribyl	Stan Breslaur	Jerry Flook	Richard Smith	N/A
Life Science	Jim Heneon	Ron Kinoshita	Rick Masoni	Mary McKenna Don Santana	Bob Hassur	Todd Newberry
Computer Literacy	Rich Lund	Sandy Stein	Mike Robustelli	Ken Miller	N/A	N/A
Administration Representative	Jim Baughman Barbara Gillespie	Rich Imler George Ozuna	Bill Toledo Tim Shellito	Rudy Melone Bill Reimal Kathy Zanger	Marcia Canton Consuelo Rodriguez Cindy Margolin Maria de Anda-Ramos	Gordon Brown

Appendix V

ACCREDITATION STEERING AND SUB-COMMITTEES

Section	Facilitator	Representatives
Steering	Rudy Melone	Bob Balles Marilyn Abad George Champion Aieleen Parker Cheri Bishop Bill Reimal
Instruction	Bill Reimal	Frank Fletcher Susan Dodd Susan Bunch Dawn Anderson
Student Services & Library	Gary Graham	Kathryn Young Joann Vogel Rene Diaz-Lefebvre Ron Ward Angelica Rodriguez Mark Masoni
Staff	Alan Foden	Tim Lister Iris Bliss Rose Taylor
Community Services	Ken Cooper	John Porter Donna Avina Joe Lugo
Plant/Equipment	Alan Foden	Bob Peacock Mel Bettencourt
Finance	Stan Giles	Paul Latzke Cliff Pew Carol Cooper
Government/Administration and Functions/Budget	Rudy Melone	George Hinn Ken Miller Angelica Rodriguez
Related Documentation	Bill Reimal	Jack Richards Jerry Moore Irene Maggini

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